

**2034 NANUKU SANGAM SCHOOL  
NEW TERM RE-ALIGNED  
WORKSHEET 3 -2021**

**Subject:** English

**Year:** 7

**Name:** \_\_\_\_\_

**Strand:** Writing and Shaping

**Sub-Strand:** Language features and rules

**CLO:** Examine & explain socio cultural & other values, attitudes and beliefs and their relationships with the text used, audience, purpose and conventions.

**LESSON NOTES:**

**ESSAY WRITING:** Prepare a plan for your essay. Write not less than 20 lines on the topic you have chosen in the Answer Book. Give your story a suitable title. Write a story using the sentence given below as your **ending**. "*I woke up with a shiver and realized I had been dreaming.*"

**PLAN:**

- 1) My friend and I planned to watch a movie.
- 2) Our parents allowed us to go. We booked our tickets.
- 3) We watched '**Harry Potter**' movie at Life Cinemas.
- 4) I woke up and realized that I was dreaming.

An Exciting Dream

All days are not the same, some can be \_\_\_\_\_ while some can be really exciting \_\_\_\_\_ leave an unforgettable impression on your mind. Life is a blessing thus every moment of your \_\_\_\_\_ has to be lived to the fullest.

On a Thursday, I was \_\_\_\_\_ grateful when my parents \_\_\_\_\_ me to go with my friend to see a \_\_\_\_\_. It was the \_\_\_\_\_ time that I was permitted to go \_\_\_\_\_ and I was given twenty dollars for

\_\_\_\_\_ . My friend booked the tickets in \_\_\_\_\_ for a Saturday at Life Cinemas \_\_\_\_\_ Lautoka.

On Saturday \_\_\_\_\_, I gave a big \_\_\_\_\_ to my parents for \_\_\_\_\_ me to go out with my \_\_\_\_\_. I reached Lautoka at 9 a.m. My friend was \_\_\_\_\_ already. The \_\_\_\_\_ was full as today was the first \_\_\_\_\_ of Harry Potter's movie. I had \_\_\_\_\_ the book and \_\_\_\_\_ that the movie would be even more \_\_\_\_\_. The movie was just out of the \_\_\_\_\_, it was scary, it was magical and it was thrilling. We had \_\_\_\_\_ popcorns, chips and cold drinks to \_\_\_\_\_ in the cinema hall.

I found \_\_\_\_\_ in the same magic \_\_\_\_\_ as Harry and we \_\_\_\_\_ had become good \_\_\_\_\_. As I was \_\_\_\_\_ on a broom, my broom \_\_\_\_\_ naughty and it \_\_\_\_\_ me to my \_\_\_\_\_ where my teacher was \_\_\_\_\_ for me as I was \_\_\_\_\_. My \_\_\_\_\_ was glowing with anger as I was \_\_\_\_\_ for my examination. His eyes pierced into \_\_\_\_\_. I almost vomited. Someone \_\_\_\_\_ me. It was my mother. I woke up with a shiver and \_\_\_\_\_ I had been \_\_\_\_\_.

**2034 NANUKU SANGAM SCHOOL  
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WORKSHEET 3 -2021**

**Subject: Mathematics**

**Year: 7**

**Name: \_\_\_\_\_**

**STRAND** – Measurement

**SUB – STRAND:** Calculating Area

**CLO:** Calculate area by using the correct formula.

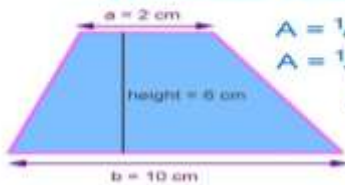
Derive formula for area of trapezium / rhombus from tabulated information and makes nets for rectangular solid

**LESSON NOTES:**

**Area of Trapezium**

The area of a Trapezium equals half the sum of the parallel sides, times the height between them.

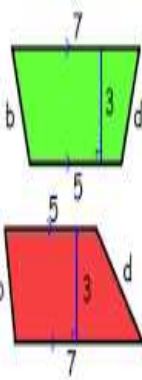
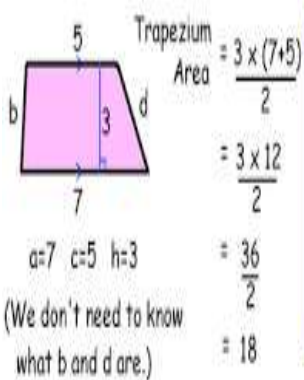
$$A = \frac{1}{2} (a + b) \times h$$



$$A = \frac{1}{2} (a + b) \times h$$

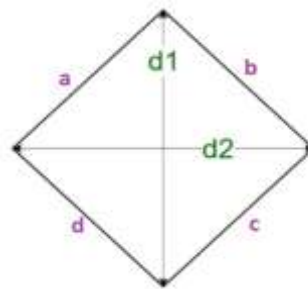
$$A = \frac{1}{2} (2 + 10) \times 6$$

$$A = 36 \text{ cm}^2$$

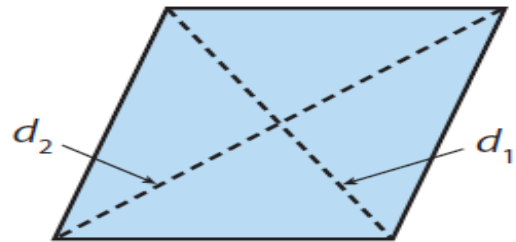


As lengths b and d don't matter, and a and c can be either way round, these trapeziums also have an area of 18.

**Area of Rhombus**

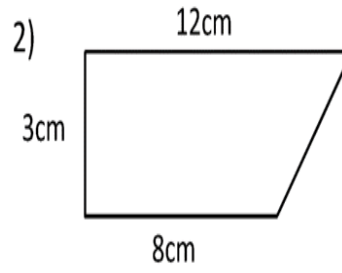
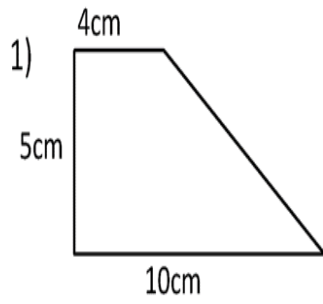


$$\text{Area} = \frac{d_1 \times d_2}{2}$$



$$A = \frac{1}{2} d_1 d_2$$

**ACTIVITY:** Calculate the area of the following:



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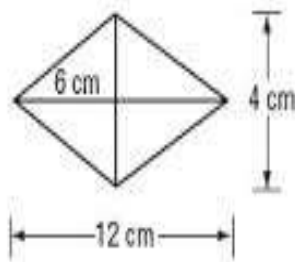
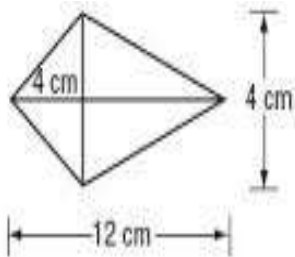
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**2034 NANUKU SANGAM SCHOOL  
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WORKSHEET 3 -2021**

**Subject: Healthy Living      Year: 7      Name: \_\_\_\_\_**

**STRAND:** Building Healthy Relationships

**SUB-STRAND:** Resilience & Proactive Behaviour

**CLO:** Explore and state strategies needed to prevent harmful situations.

**LESSON NOTES:**

**Trauma**

- Trauma is an emotional response someone has from an extremely negative event.
- Severe trauma can interfere with an individual's ability to live a normal life.
- In some cases help is needed to treat the stress and dysfunction caused by the traumatic event.

**Main sources of Trauma**

- Rape
- Domestic violence
- Natural disasters
- Severe illness or injury
- The death of a loved one
- Witnessing an act of violence

**Signs and symptoms of trauma**

- Traumatized person will be depressed, shaken and disoriented.
- Person will not respond to conversation as they would normally do.
- A person will suffer from anxiety.
- Person seems to be withdrawn or not present when speaking.
- Person will have poor concentration and mood swings.

**Emotional Symptoms of Trauma**

- Denial
- Anger
- Sadness
- Emotional outbursts
- Depression

**Physical Symptoms of Trauma**

- Paleness
- Lethargy
- Fatigue

- Poor concentration
- Anxiety
- Mood swings
- Racing heartbeat

### **Short term and long term effects of trauma**

- Short term and long term effect of trauma can be similar
- Long term trauma effects are more severe
- In short term mood changes are fairly normal after a trauma, but if the shifts in mood lasts longer than few weeks, long term effect can occur.

### **ACTIVITY:**

1. Define the term **Trauma**?

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2. List down some **signs** which indicate that a person is suffering from **trauma**?

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3. List **two** emotional symptoms of trauma?

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4. List **two** physical symptoms of trauma?

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**2034 NANUKU SANGAM SCHOOL  
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WORKSHEET 3 -2021**

Subject: Hindi

Year: 7

Name: \_\_\_\_\_

STRAND:	Strand 3 - Writing and Shaping
SUB STRAND:	HN 6.3.1 Language Features & Rules
CONTENT LEARNING OUTCOME:	HN 6.3.2.1. Use appropriate conventions of short formal writing.

**LESSON NOTES:**

जाते जाते सावन बोला,  
देता हूँ सौगात तुम्हें ।  
भाई बहन प्यार से सुन लो,  
कहता हूँ एक बात तुम्हें ॥

बाँध कलाई पर भैया के,  
दो धागों का पक्का बन्धन  
मुँह मीठा करके फिर कहन  
मंगलमय हो रक्षा-बंधन ॥

### अभ्यास

रक्षा-बंधन वर्ष के किस महीने में आता है ?

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रक्षा-बंधन किन लोगों के रिश्ते को मजबूत बनाता है ?

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रक्षा-बंधन कहाँ पर बाँधा जाता है ?

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रक्षा-बंधन का दूसरा नाम क्या है ?

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रक्षा-बंधन कौन बांधती है और किस को बांधती है ?

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**2034 NANUKU SANGAM SCHOOL  
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WORKSHEET 3 -2021**

**Subject:** Social Science

**Year:** 7

**Name:** \_\_\_\_\_

**Strand:** TIME, CONTINUITY & CHANGE

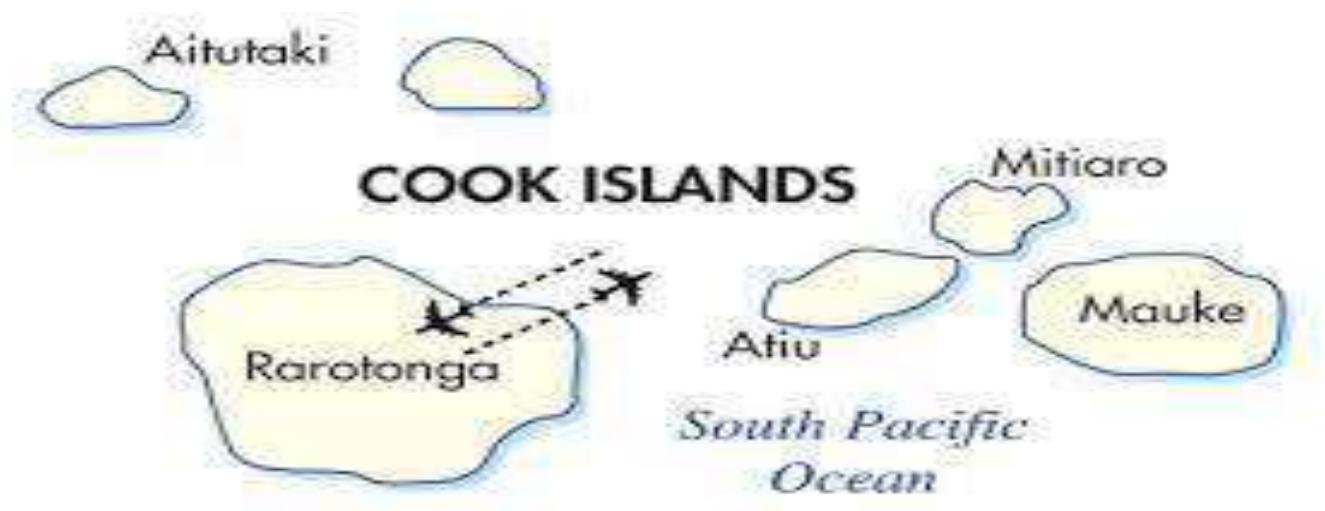
**Sub- Strand:** Understanding the Past

**CLO:** Investigate “colonization” in the Pacific, and its effects on the different countries in the Pacific

**LESSON NOTES:**

**Cook Islands**

- In Cook Islands history, migrants from French Polynesia are believed to have arrived on the Southern Island group around 800 AD. Similarly, the Northern Islands were settled by expeditions from Samoa and Tonga.
- The capital **Rarotonga** is believed to have been the launching site of waka ship voyagers who originally settled in New Zealand.
- The Cook Islands Maori language is closely related to the Te Reo Maori indigenous language of New Zealand.
- The country is named after **Captain James Cook** who surveyed and landed on some of the islands between 1774 and 1777.



**ACTIVITY:**

1. Where did the migrants of Cook Islands originate from?

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2. What is the capital of Cook Island?

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3. When did the first migrants arrive?

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4. What was the purpose of the capital of Cook Islands?

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5. Where did the waka ship voyagers settle in?

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6. What is the language of the Cook Islands?

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7. The language of the Cook Islands is closely related to:

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8. The country is named after

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9. When did he land in the Cook Islands?

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**2034 NANUKU SANGAM SCHOOL  
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WORKSHEET 3 -2021**

**Subject: Basic Science**

**Year: 7**

**Name: \_\_\_\_\_**

**STRAND:** Energy

**SUB-STRAND:** Energy Source & Transfer

**CLO:** Find the uses of different forms of energy

**LESSON NOTES:**

**Sound as an energy form**

- ✓ Sound is very important in our world. It sometimes gives us pleasure and sometimes it is a nuisance.
- ✓ Scientists use an oscilloscope, which looks like a small television to see the patterns that sound makes. Sound vibrations are changed to electrical vibrations inside a microphone and these are used to make wave shapes appear on the screen.
- ✓ The more waves on the screen, the higher the frequency, and the higher the pitch of the sound. Things that vibrate fast have a higher pitch. The taller the waves, the louder the sounds. (Note: frequency means the number of waves passing per second).
- ✓ There are different kinds of energy in Sound called electromagnetic energy.

**Vibration and sound**

- Sound is made when an object vibrates or when moves backward and forward very quickly.
- The vibrations pass through the air until they reach our ears.
- Sound is produced when something vibrates.
- A short overhanging ruler vibrates more quickly than a long overhanging ruler when plucked.

**ACTIVITY:**

1. What does sound give us?

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2. What is an oscilloscope?

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3. How are wave shapes formed?

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4. The more waves on the screen, the higher the \_\_\_\_\_.

5. The higher the frequency, and the higher the \_\_\_\_\_ of the sound.

6. Sound is very \_\_\_\_\_ in our world.

7. Things that \_\_\_\_\_ fast have a higher pitch.

8. Frequency means the number of \_\_\_\_\_ passing per second.

9. There are different kinds of energy in Sound called \_\_\_\_\_.

10. Sound is made when an object \_\_\_\_\_ or when moves \_\_\_\_\_ and forward very quickly.

11. The \_\_\_\_\_ pass through the air until they reach our ears.

12. Sound is \_\_\_\_\_ when something vibrates.

13. A short overhanging ruler vibrates more \_\_\_\_\_ than a long overhanging ruler when plucked.

NANUKU SANGAM SCHOOL  
NEW TERM RE-ALIGNED  
WORKHEET 3

Subject: Veika Vaka-viti

Year: 7

Name: \_\_\_\_\_

<b>STRAND</b>	Na ivakarau vakavanua
<b>Sub- Strand</b>	Meke/ Serevasi/Qito vakaviti
<b>Content Learning outcome</b>	Me vulici, lagati ka matanataki na meke vakaviti/ serevasi kei na qito vakaviti

Wilika na serekali e ra ka sauma na taro e rukuna.

**Na Vuli**

“Dou vuli vei au ni’u sa yalo malua” Qori na vosa ni  
noda **i Vakabula**  
Taura dei ko na yalomatua  
Na **mataniciva**, isa! Kua ni vakalutuma.

**Dau Kaulotu** era kauta mai  
Me sa noda i yau ka i sasabai tu e dai Veisau ni  
draki ni bula sa veirawai Kawa i Taukei me kua  
na yalowai.

**Veikawa tamata e Viti** e veisisivi  
Vakatagedegede ni vuli cecere me sauvi  
Veiliutaki e veivanua ni cakacaka me yacovi  
E dodonu me vakavure vakasama ni vakacagau na vuli.

Isa lei gauna ni bau Iesu tale mai!  
Meu mai vuli tale mada la vakalailai Domomuni memela  
ni la’ki voqa yawa mai Sa moce na wekaqu, kua na  
yalowai.

**Vola ko:** V.Sukanatabua

Sauma na veitaro e ra ena yadua na i yatu vosa.

1. E vakaibalebaletaki vei cei na **i Vakabula**?

\_\_\_\_\_

2. Na cava era kauta mai na **Dau Kaulotu**?

\_\_\_\_\_

3. Vola e **rua** na vosa rorogo vata.

a) \_\_\_\_\_

b) \_\_\_\_\_

4. Vola e **dua** na laini ka tukuna na veivutuni.

\_\_\_\_\_

5. Vola e **dua** na i vakasala e cauraki tiko ena serekali.

\_\_\_\_\_